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ABSTRACT

A survey of 72 adult basic education (ABE) programs in Ohio was conducted during the 1968-69 school year. Sixty-nine directors handled 447 ABE classes; however, about 40% were handled by three of them. Public school classrooms were the most frequently used facilities (68%). Night classes accounted for 85%. Most of the directors' time was devoted to program and curriculum planning, supervision of teachers, and recruitment. Areas of specialization of the teachers were: elementary education (60%), secondary (34%), and special (12%), adult (7%), and other (13%). Other aspects researched were: teachers' qualification, backgrounds and perceptions; students' recruitment; and follow-up procedures, curriculum, and records. Students were interviewed to obtain data on their backgrounds, attitudes, educational patterns, and needs. The following recommendations were made: three areas of improvements are vital--employment of more full-time adult educators, improvement of programs designed to meet the many and varied needs of adult learners, and additional state financial support. (NL)

EDO 44595

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A Statewide Profile of Adult Basic Education

AC 008 735

A Statewide Profile of Adult Basic Education

(Based on a 1968-69 survey conducted by the Department of Evaluation and Research of the Columbus City Schools)

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A Statewide Profile of Adult Basic Education

During the 1968-69 school year, a survey of Ohio's Adult Basic Education programs was conducted for the Division of Federal Assistance of the Ohio Department of Education by the Department of Evaluation and Research of the Columbus Public Schools. The purpose of the survey was to collect descriptive information about the 72 Adult Basic Education, or ABE, programs in operation at that time.

ABE programs are funded under the Adult Education Act, which was passed in 1966 as a part of Public Law 89-750. This act, as amended and as implemented under 1968-69 guidelines, provided funds for instructional programs for persons eighteen years of age and older who were not enrolled in school and who had less than an eighth-grade education or its functional equivalency.

The intent of ABE at the time of survey was to provide opportunities that enabled adults to continue their education to at least the level of completion of eighth-grade and to make available the means to secure training that enabled these adults to become more employable, productive, and responsible citizens. (Recent amendments have lowered the qualifying age to sixteen and raised the equivalency level to completion of secondary school.)

How Profile Information Was Collected

Survey instruments, developed jointly by the Department of Evaluation and Research of the Columbus Public Schools and the Division of Federal Assistance of the Ohio Department of Education, were designed to collect information from three groups: local program directors, teachers, and students.

During the months of February and March of 1969, all program directors and all ABE teachers across Ohio were asked to complete survey instruments. Concurrently, a sampling of ABE students--limited to districts having programs which had been in operation for at least one year--was interviewed by local directors, counselors, or teachers. The data were collected and compiled by the Department of Evaluation and Research of the Columbus Public Schools.

How Profile Information Is Reported

This publication--which was prepared by the Division of Federal Assistance of the Ohio Department of Education--contains pertinent information from composited survey data. The content is divided into four sections--three sections coinciding with the groups from which information was collected and a concluding section with observations and recommendations.

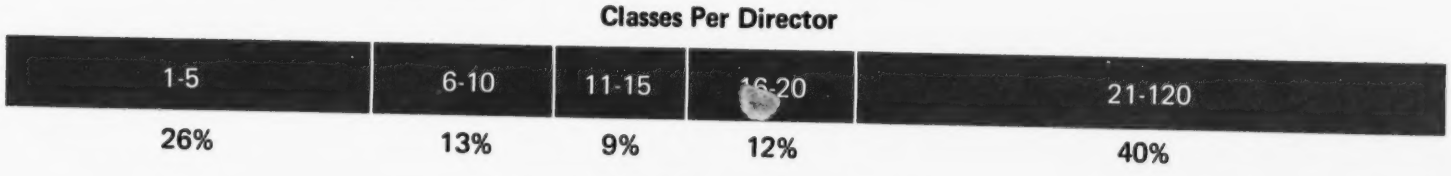
Hopefully, the publication will provide local school superintendents, ABE program directors, and teachers, and other interested persons with a more comprehensive picture of Adult Basic Education in Ohio.

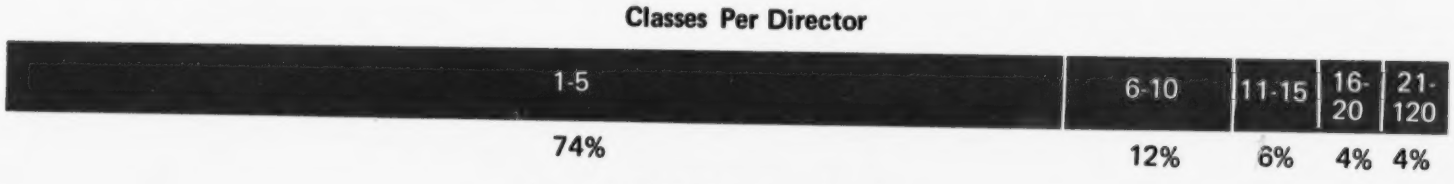
DIRECTOR PROFILE

In 1969, during the months of February and March, 69 of 72 directors of ABE programs in Ohio completed survey forms about their programs. Information was collected about housing, scheduling of classes, director responsibilities, staff utilization, student recruitment, retention procedures, and curriculum content. Capsule summaries of the survey data follow.

How Many Classes Are Represented

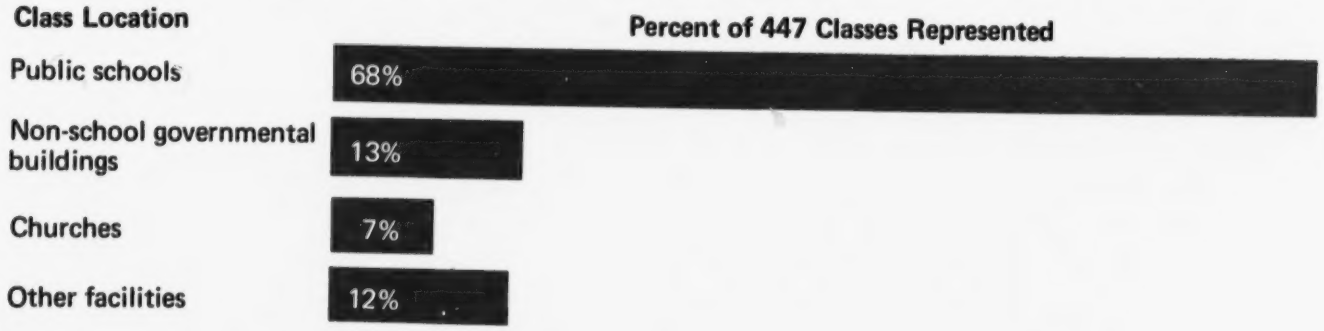
At the time of the survey, the 69 directors who responded were responsible for a total of 447 ABE classes. Approximately 40% of these classes (120 in Cleveland, 38 in Cincinnati, and 22 in Toledo) were handled by three directors. Seven directors were responsible for 11 to 20 classes each, or a total of 91 classes. The remaining 59 directors were responsible for 1 to 10 classes, or a total of 176 classes.





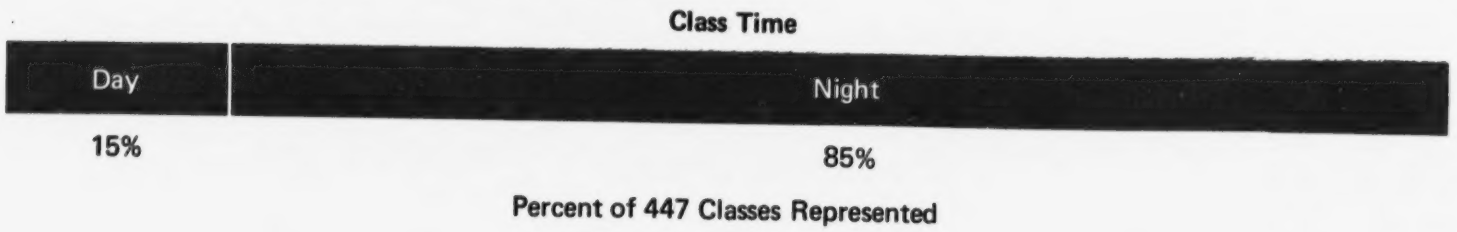
Where Classes Are Housed

ABE classes are housed in a variety of locations. Public school classrooms are the most frequently used facilities, particularly in programs with 15 or fewer classes. Of all reported classes, over two-thirds were housed in public schools. Included in the "other facilities" category below were hospitals and YMCA/YWCA's.



When Classes Are Scheduled

More night classes were reported than day classes. Generally, day classes were offered only in programs having at least 11 classes.



What Tasks Are Performed by Directors

Major portions of an ABE director's time are apparently devoted to program and curriculum planning, to supervision of teachers, and to recruitment. How the 69 directors in survey say they devote 10% or more of their time is shown below.

Tasks / Percent of 69 Directors Reporting Within Respective Time Blocks	Percent of Time Directors Devote to Various Tasks		
	30%+	20-29%	10-19%
Program/curriculum planning	32%	30%	13%
Supervision of teachers	25	16	17
Recruitment of students	16	19	32
Counseling of students	3	10	26
Inservice training of teachers	--	10	32
Other responsibilities	19	9	6

What Problems Do Directors Encounter

Directors were asked to list major problems encountered in implementing ABE programs. Areas mentioned, in rank order of frequency, included . . .

recruiting students.
finding appropriate instructional materials.
having students attend regularly.
recruiting qualified teachers.
retaining students in the program.
helping students resolve personal scheduling conflicts.
solving funding problems.

Which Teachers Do Directors Prefer

Nearly three-fourths of the program directors reported a preference for teachers with experience in elementary education. Teachers with a background in special education were preferred by 28% of the directors. A preference for teachers in the 30 to 39 age range was also indicated. No clear preference was expressed for male or female teachers. Of the 69 participating directors . . .

74% prefer teachers with an elementary background.
9% prefer teachers with a secondary background.
17% have no preference.

15% prefer teachers aged 20 to 29.
60% prefer teachers aged 30 to 39.
16% prefer teachers aged 40 or above.
9% have no preference.

45% prefer male teachers.
38% prefer female teachers.
17% have no preference.

What Teachers Qualities Do Directors Seek

Special qualities that directors seek when employing ABE teachers vary considerably. Major considerations appear to be . . .

ability to relate with disadvantaged adults.

experience in understanding and teaching adults.

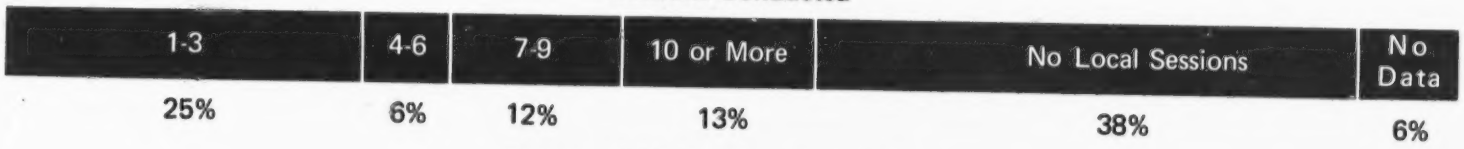
personality factors.

flexibility and versatility.

What Local Inservice Training Is Provided

Because of the nature of ABE programming much of the inservice training is conducted on a state-wide or regional basis. Additionally, 62% of the 69 program directors indicated that local inservice training sessions were conducted for ABE teachers. The number of sessions reported per director ranged from one to ten or more.

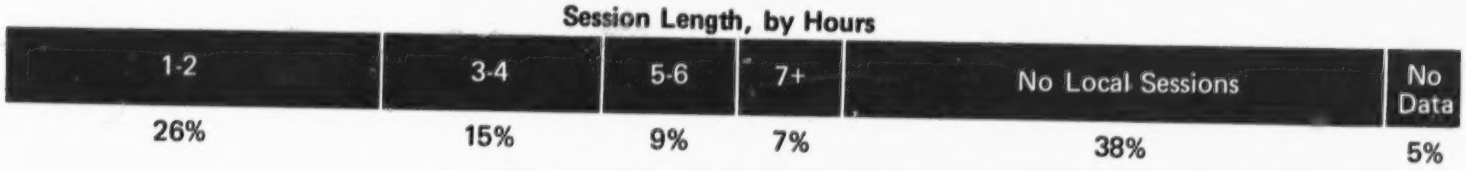
Sessions Conducted



Percent of 69 Directors Involved

Those directors conducting inservice activities indicated they held sessions ranging from one-hour meetings to day-long workshops.

Session Length, by Hours



Percent of 69 Directors Involved

What Local Inservice Sessions Stress

Objectives of local inservice training sessions vary widely from program to program. Areas most often reported included . . .

acquainting teachers with instructional materials and audio-visual aids.

improving instruction and teaching techniques.

meeting needs of ABE students.

clarifying goals and objectives of ABE.

recruiting and holding students.

How Students Are Recruited

Various techniques are used within ABE programs to recruit students. Analysis of data related to the 69 programs indicated that . . .

88% used newspapers to recruit students.

57% used radio.

52% had one or more staff members assigned part-time to recruiting.

46% utilized one or more persons from community or state agencies.

15% used television.

7% had one or more staff members assigned full-time to recruiting.

35% used other procedures.

Taken as a whole the 69 directors reported the above procedures 208 times. This suggests that, for the average program, multiple techniques were used to recruit students.

What Agencies Refer Students

A variety of agencies provide program directors with student referrals. Agencies most frequently mentioned by the 69 directors were, in rank and order, . . .

welfare departments.

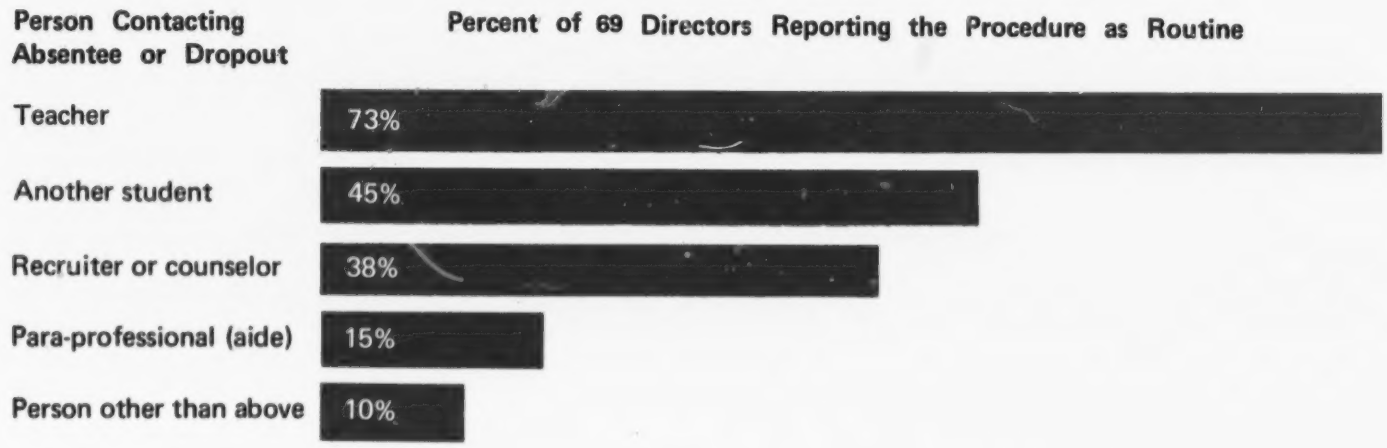
Ohio Employment Services offices.

Community Action Councils and OEO offices.

churches.

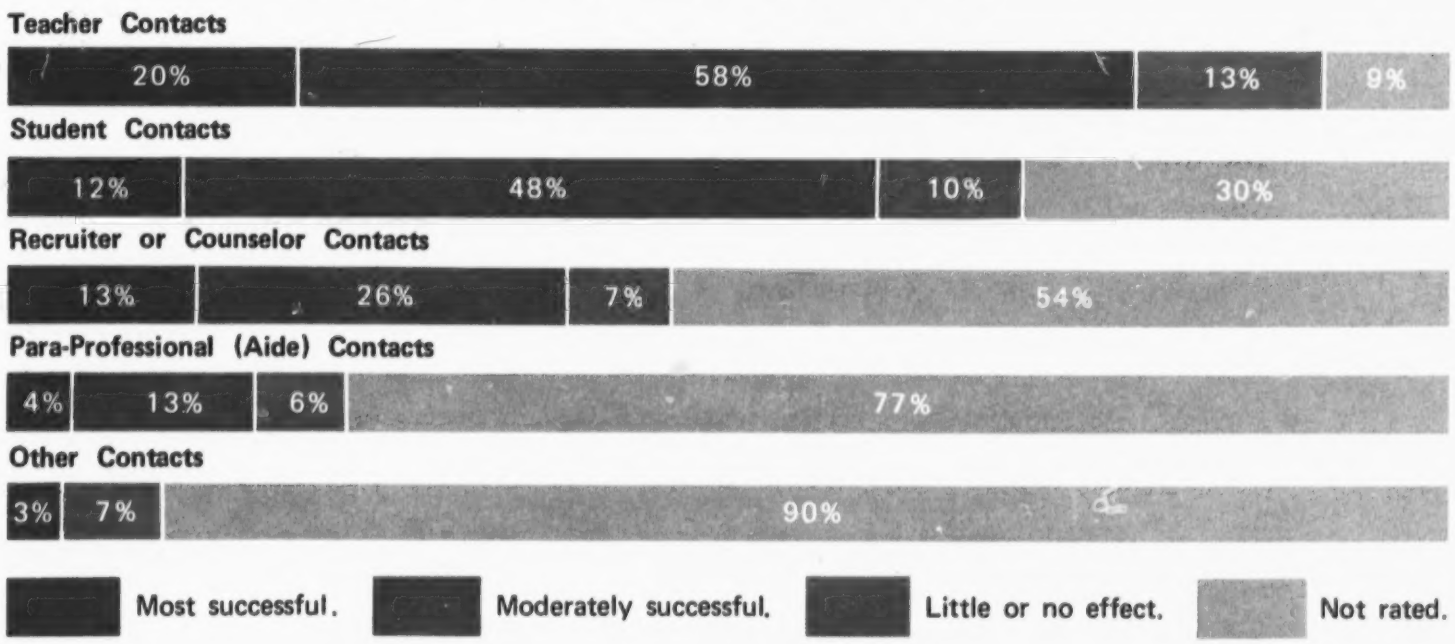
What Follow-up Procedures Are Used

The 69 directors reported that various contact approaches were used to learn why students were absent or why they had dropped from the program. In many instances more than one method was reported with teacher contact being the most frequent. Most contacts were reportedly made after students missed two or three classes.



How Effective Are Follow-up Efforts

Program directors were asked to rate the effectiveness of various techniques directed toward reducing absences and preventing dropouts. Teacher contacts were considered as the most successful follow-up technique. Percentages of the 69 directors reporting various degrees of effectiveness, by technique, are reported below.



How Curriculum Content Is Determined

Project directors were questioned on the criteria used for determining courses offered to ABE students. Tabulation indicated that, of the 69 directors, . . .

96% said curriculum content was based on the needs of enrolled students.

33% considered "anticipated needs" of the target population.

13% reported "administrative decision."

6% indicated other considerations or restated a combination of the above criteria.

What Curriculum Areas Are Emphasized

Curriculum emphasis within ABE programs falls solidly within the language development/reading area and the mathematics area. Areas receiving less emphasis include social studies, science and health, and everyday living considerations. Analysis of director's subject listings indicated that of the 69 programs . . .

100% had course(s) in language development or reading.

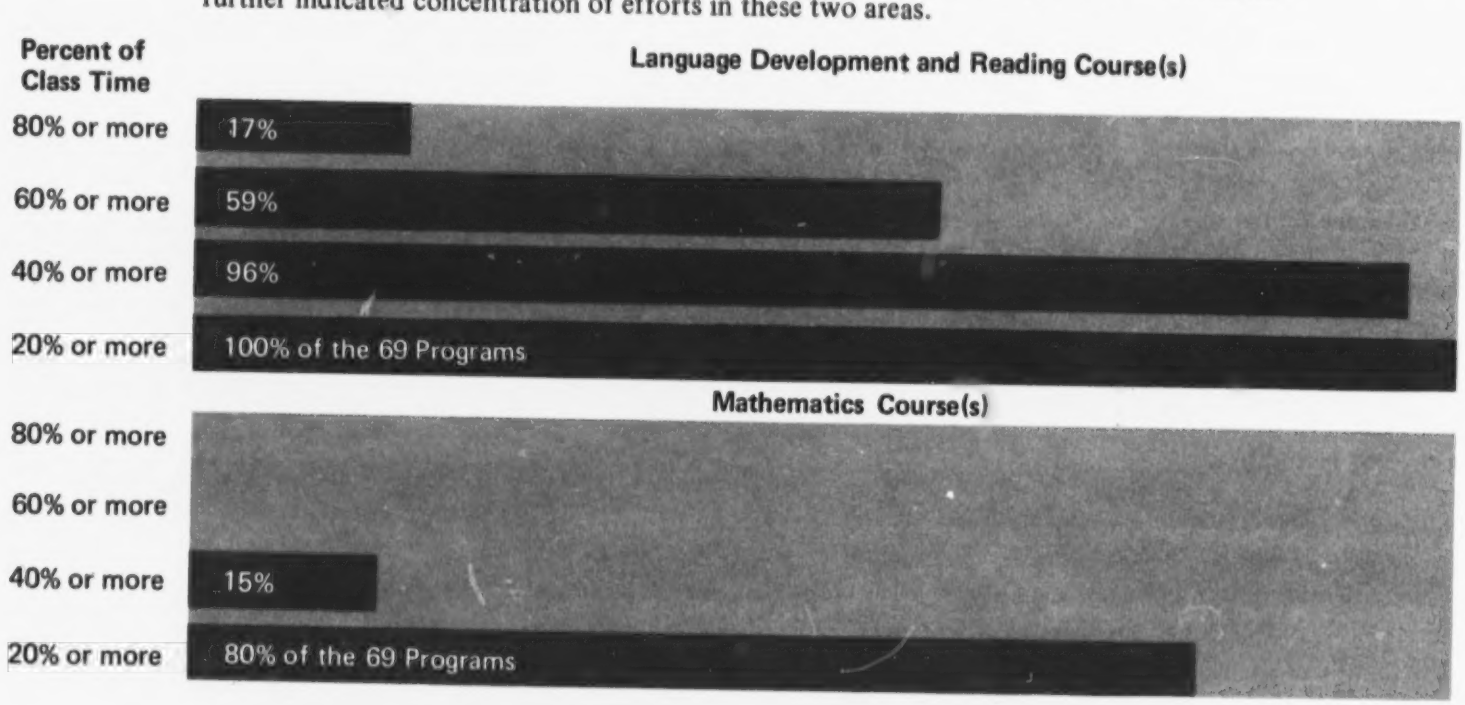
96% had course(s) in mathematics.

41% had course(s) in social studies.

20% had course(s) in science or health.

14% had course(s) related to everyday living considerations.

Percentages of time devoted to language development and reading and to mathematics further indicated concentration of efforts in these two areas.



Whether Standardized Tests Are Used

Program directors were asked to indicate the name and publisher of standardized tests used within their ABE programs. Analysis of responses did not show a clear pattern of usage for any single test or group of tests. Approximately two-thirds of the directors listed one or more titles.

The directors, did, however, indicate three general purposes for using standardized tests. These were, in rank order of indicated usage, . . .

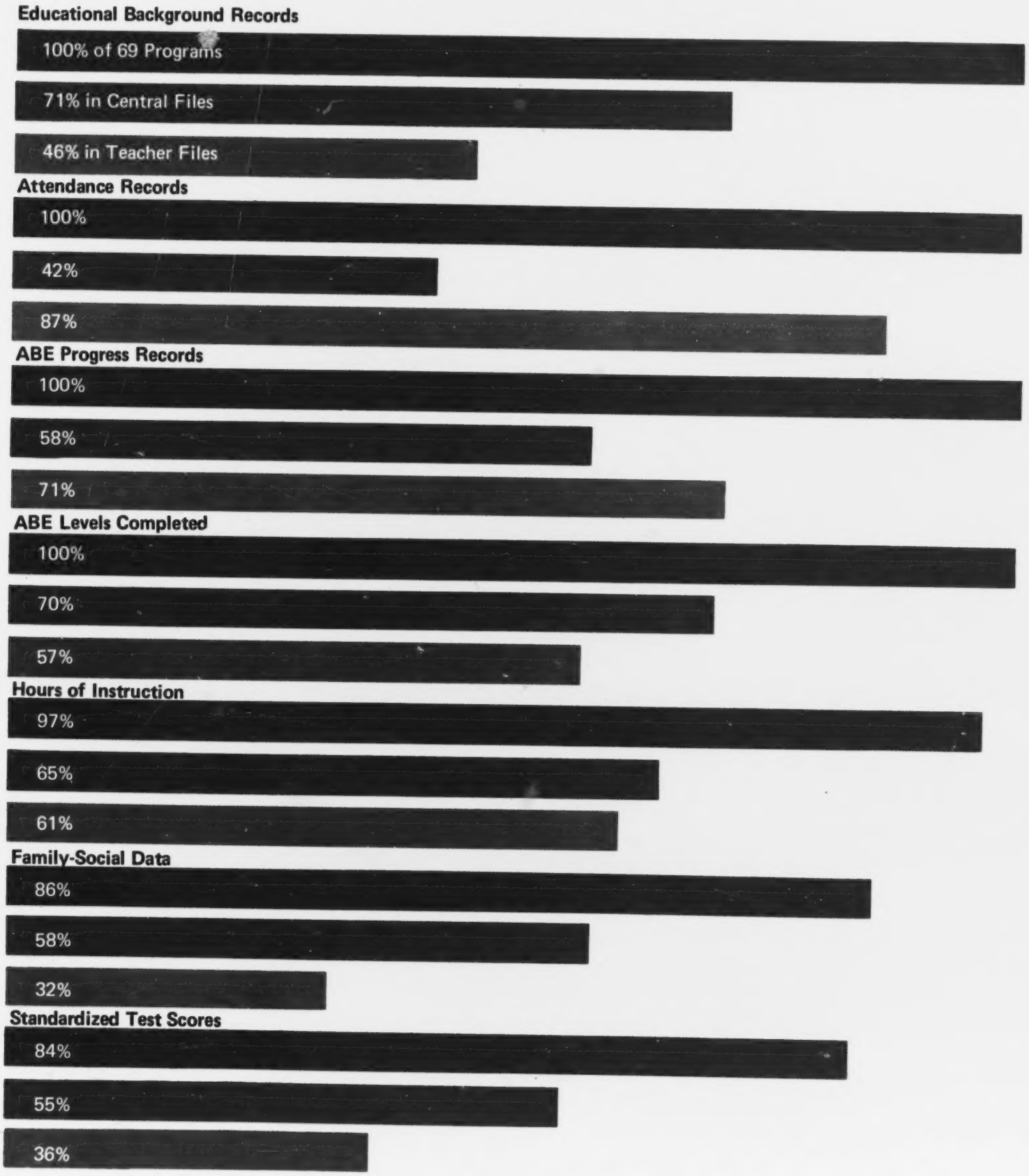
evaluation of all students at the end of each school year.

evaluation of students as they enter the program for the first time.

evaluation of all students at the beginning of each school year.

What Student Records Are Kept

All 69 directors indicated that four types of student data (educational background, attendance, ABE progress, and ABE levels completed) were collected and kept on file. The location of student records appears to be about evenly divided between central files and teacher files, with numerous records apparently kept in duplicate. Data for the various records maintained, including where filed, are reported below.

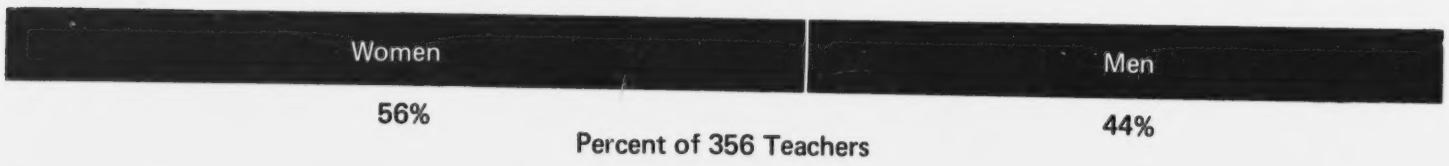


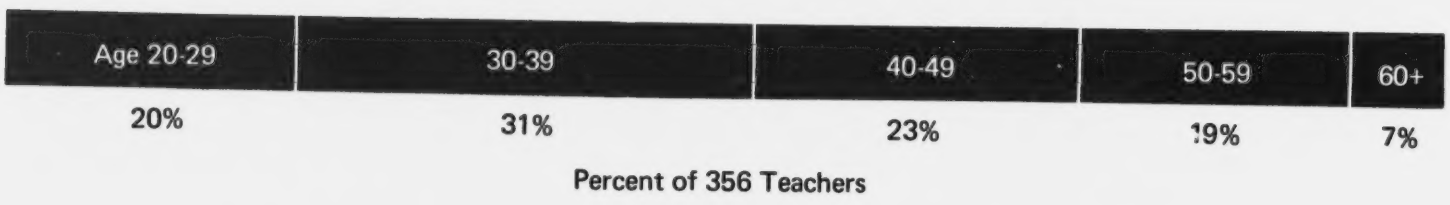
TEACHER PROFILE

A total of 356 teachers from 69 ABE programs across the state of Ohio completed questionnaires. This number represents approximately 63% of all ABE teachers employed in ABE programs implemented in Ohio during fiscal year 1969.

"Who" the Teachers Are

Slightly more women than men were in the responding group of teachers. Over half of the group were in the 30-49 age brackets.



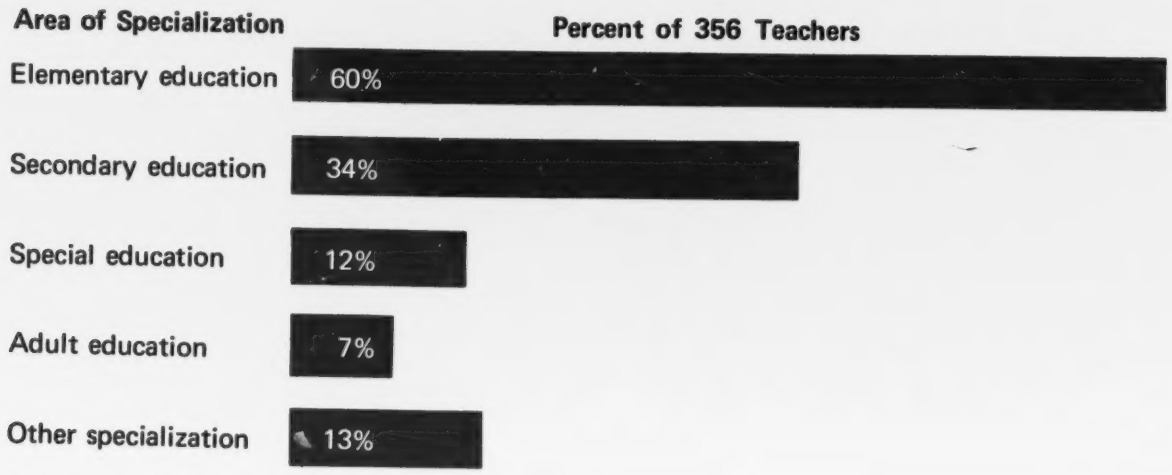


What Degrees Teachers Hold

Over one-third of the responding teachers hold masters degrees, and many more have additional graduate work beyond their bachelors degrees. Several hold doctorate or education specialist degrees. The unclassified group includes persons who qualified responses or who have less than a bachelors degree.

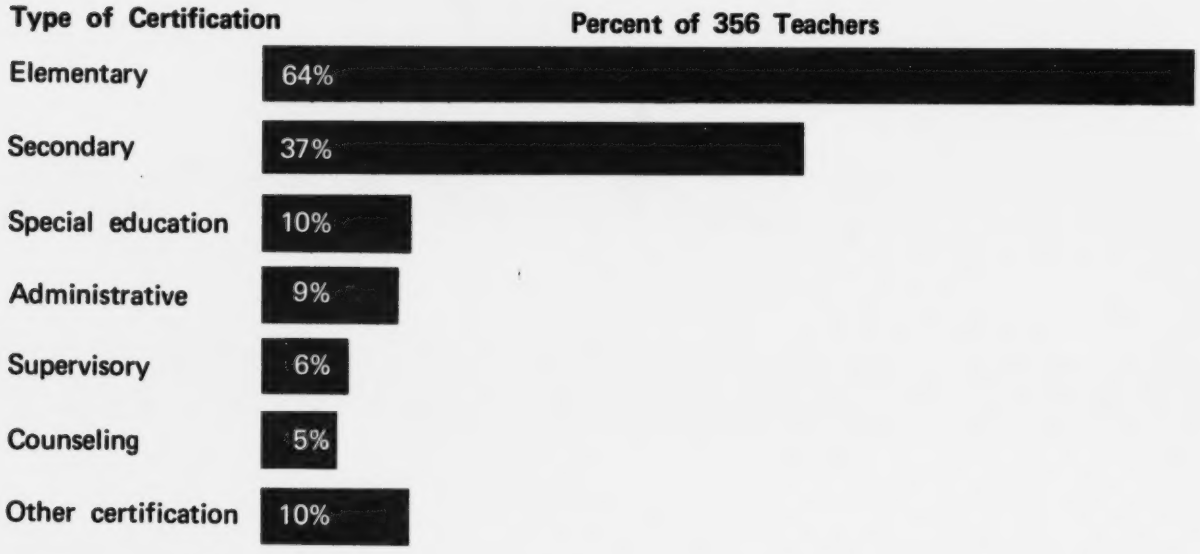
How Teachers Have Specialized

Approximately one-fifth of the 356 teachers indicated that they had more than one area of specialization. Nearly two-thirds listed specialization in elementary education while over one-third reported secondary specialization. Most frequently mentioned areas of "other specialization" were reading, counseling, guidance, administration, and supervision.



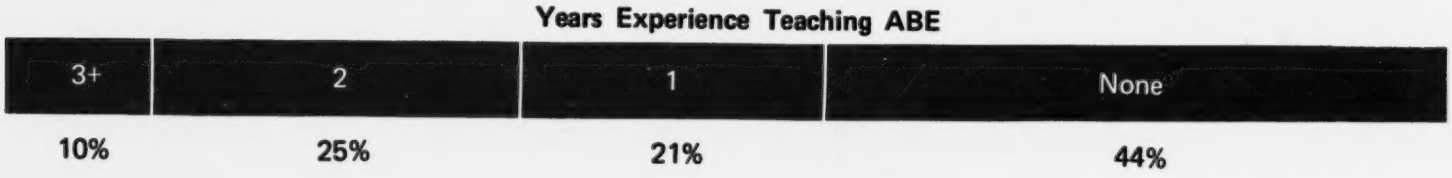
What Certification Teachers Hold

Certification patterns tend to parallel reported areas of specialization. The number of certificates held by the 356 teachers reveals that approximately 40% have more than one type of certification. "Other certification" includes kindergarten-primary, vocational, and temporary certification.



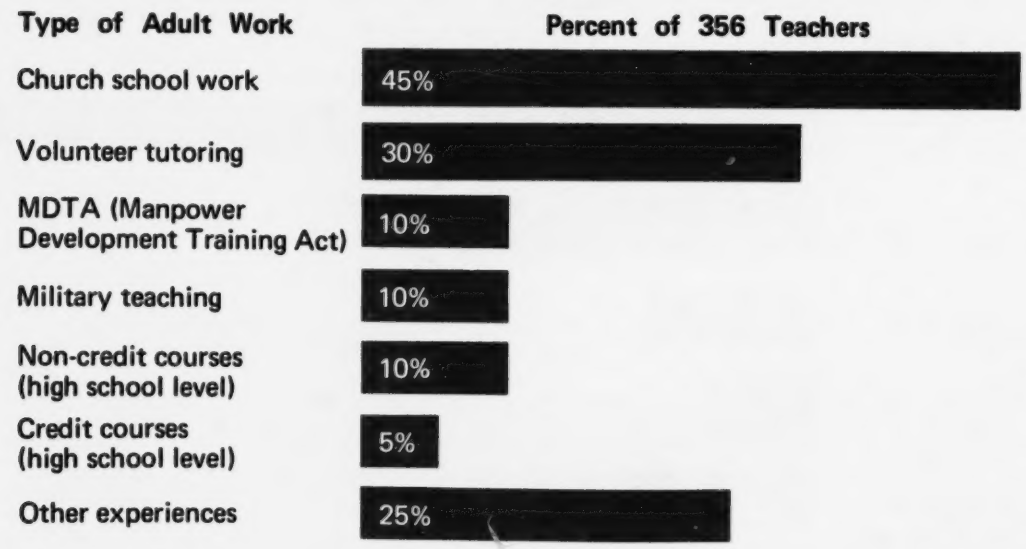
How Long Have Teachers Participated in ABE

Approximately 56% of the 356 teachers had taught in ABE programs prior to the 1968-69 school year.



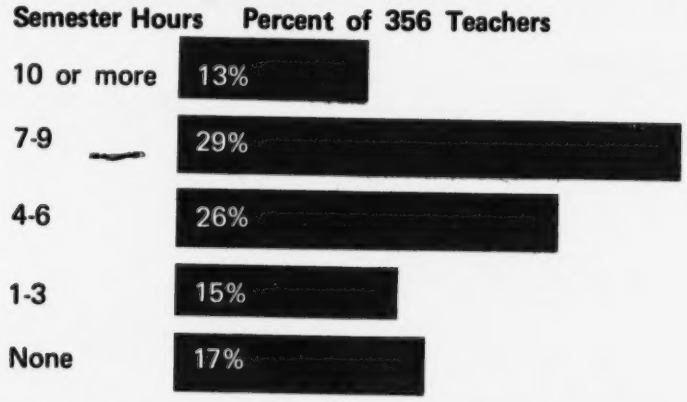
How Experienced Teachers Are in Working with Adults

Teachers indicated a wide variety of experiences in working with adults. The most frequently mentioned types of experiences were with church school or tutoring. Areas mentioned as "other experiences" include non-school teaching activities, volunteer work, and social services activities.



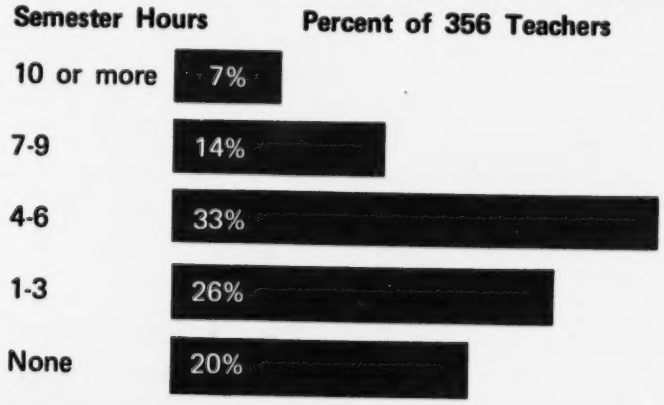
How Much Methods in Teaching Reading Have Teachers Had

Approximately 83% of the 356 teachers indicated that they had taken one or more methods courses in the teaching of reading. This suggests that many of the secondary-trained teachers, as well as the elementary-trained ones, have had reading methods courses. Of the 13% reporting 10 or more semester hours of reading methodology, nearly half indicated more than 25 semester hours.



How Much Methods in Teaching Arithmetic Have Teachers Had

About 80% of the 356 teachers indicated that they had taken one or more methods courses in the teaching of arithmetic. Slightly more than 7% of the teachers indicated that they had taken between 10 and 25 semester hours of arithmetic methodology.



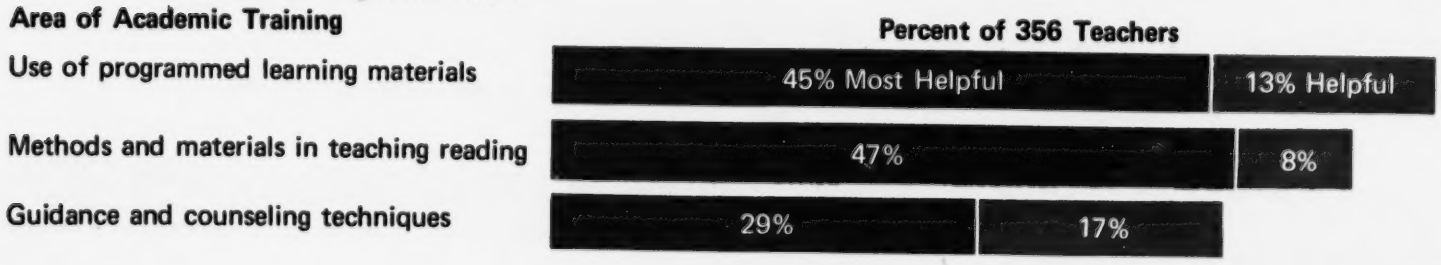
What Workshop Training Have Teachers Had

Approximately 40% of the 356 teachers indicated that they had attended an ABE workshop or institute between 1966 and 1969. In most instances the sessions mentioned were of short-term duration and sponsored either by the Ohio Department of Education or by local school systems. The three longer workshops (two weeks or more) mentioned most frequently were, in rank order, those sponsored by . . .

Ohio State University.
Akron State University.
Wayne State University.

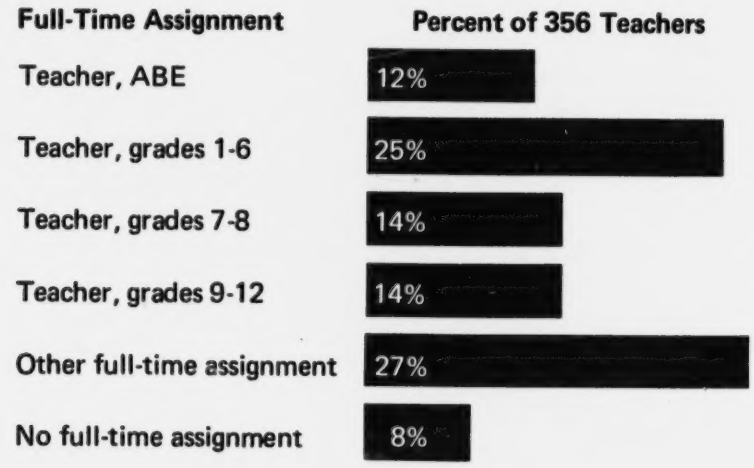
What Training Teachers Feel Would Be Helpful

The teachers were questioned on areas in which additional academic training would help them to carry out ABE assignments. Data related to the three areas of greatest concern are reported below.



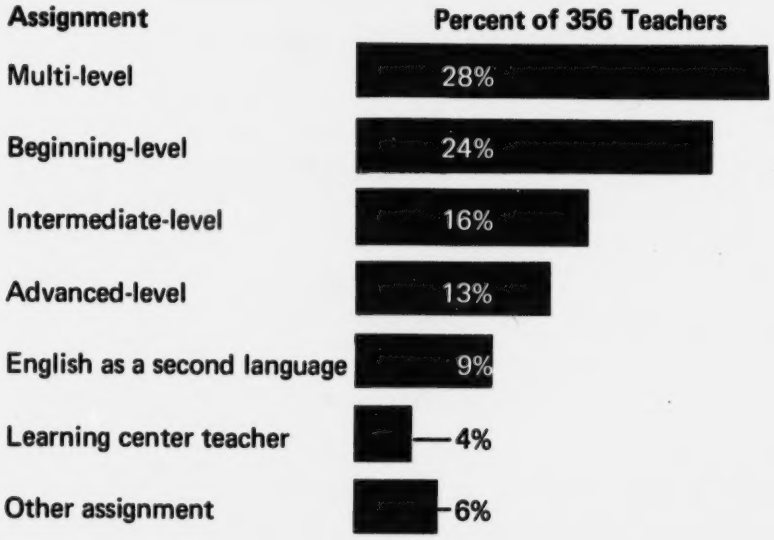
What Full-Time Assignments Teachers Have

Teachers reported a wide range of full-time assignments. The 27% in the "other full-time assignment" category below included administrators, supervisors, coordinators, and education specialists.



What Teachers' ABE Assignments Are

Adult Basic Education students are generally classified into three levels--beginning (comparable with grades 1-3), intermediate (grades 4-6), and advanced (grades 7-8). Some teaching assignments, particularly in the learning center settings, are multi-level. In the data presented below, an undetermined portion of the teachers reporting multi-level assignments worked in learning-laboratory or "mini-lab" settings. The "other assignment" category includes teachers of specific courses and persons having administrative as well as teaching responsibilities.

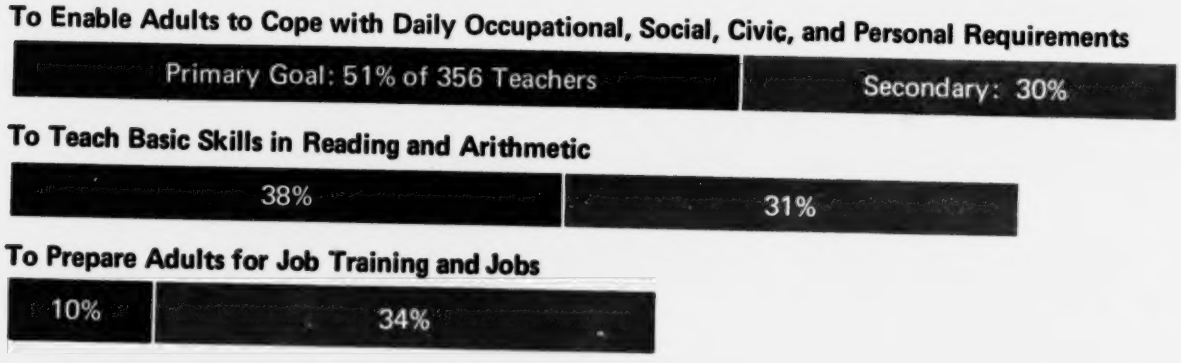


How Many Teachers Have Aides

Over two-thirds of the 356 teachers indicated that an aide, or para-professional, assisted them with classroom and related activities.

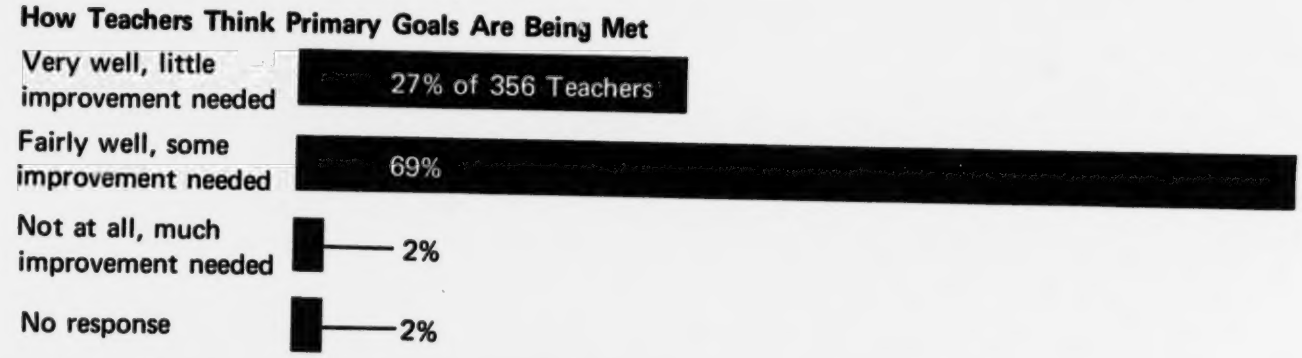
How Teachers Perceive Program Goals

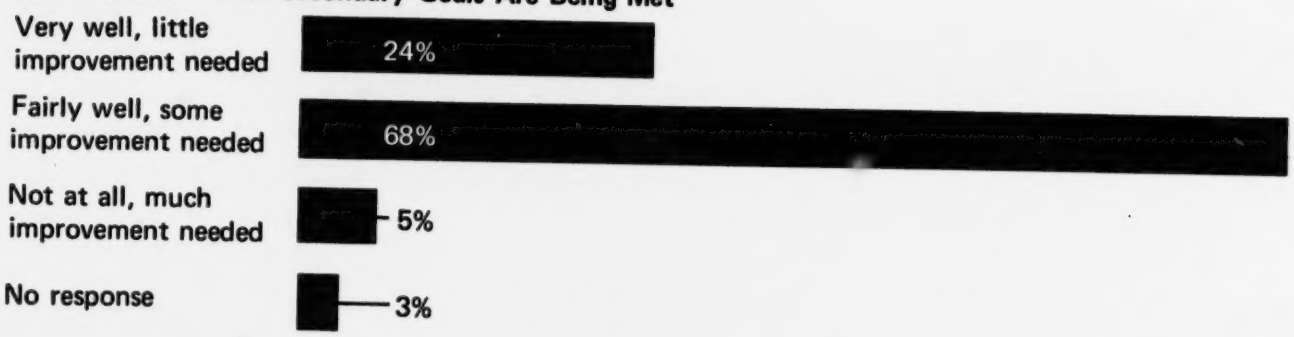
The teachers were asked to express their opinions about primary and secondary goals of ABE. Enabling adults to cope with day-to-day requirements was considered slightly more important than teaching basic skills. Preparing students for job training or jobs was rated third in importance.


To Enable Adults to Cope with Daily Occupational, Social, Civic, and Personal Requirements
Primary Goal: 51% of 356 Teachers
Secondary: 30%
To Teach Basic Skills in Reading and Arithmetic
38%
31%
To Prepare Adults for Job Training and Jobs
10%
34%

How Well Teachers Think Program Goals Are Being Met

Over 90% of the 356 teachers are satisfied that the previously ranked goals are being achieved fairly well or very well.





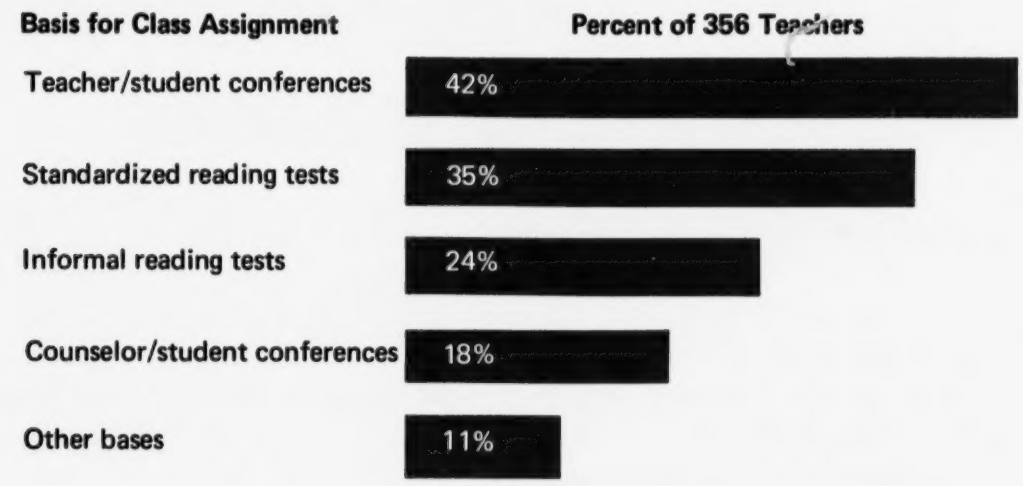
How Curriculum Content Is Determined

Teachers, as well as project directors, were questioned on criteria for determining courses offered to ABE students. For comparison purposes, the data for directors are repeated below.

Criteria for Determining Curriculum Content	Percent of 356 Teachers	Percent of 69 Directors
Needs of enrolled students	81%	96%
Teacher decision	15	35
Administrative decision	10	13
Anticipated needs of target population	9	33
Other considerations/combination of criteria	2	6

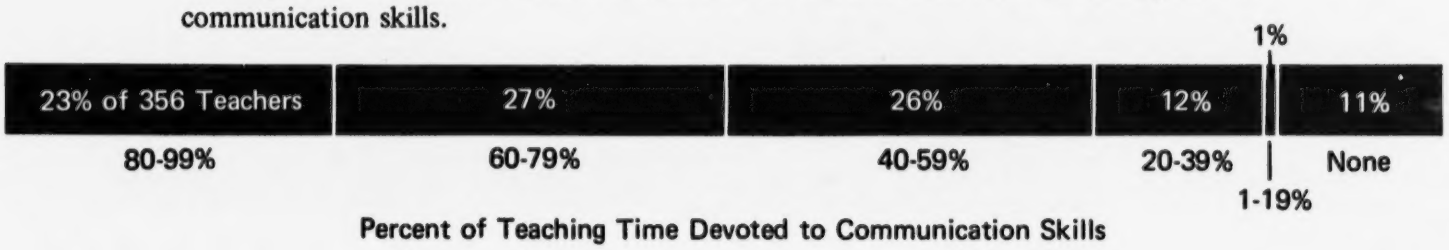
How Students Are Assigned to Classes

When students enter an ABE program for the first time, "typical" assignment to a particular class level or to specific learning laboratory activities is apparently based on a combination of testing and counseling. Percentages of the 356 teachers reporting various methods are shown below. The 11% reported as "other bases" ranged from combinations of conferences and testing to random assignment.



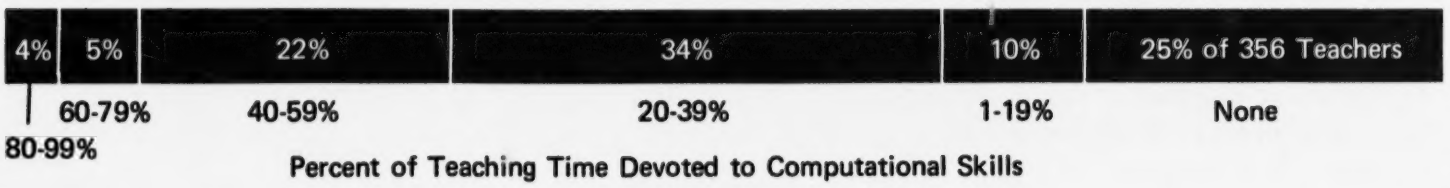
How Much Time Teachers Devote to Communication Skills

Nearly 90% of the 356 teachers devote 20% or more of their time to development of communication skills.



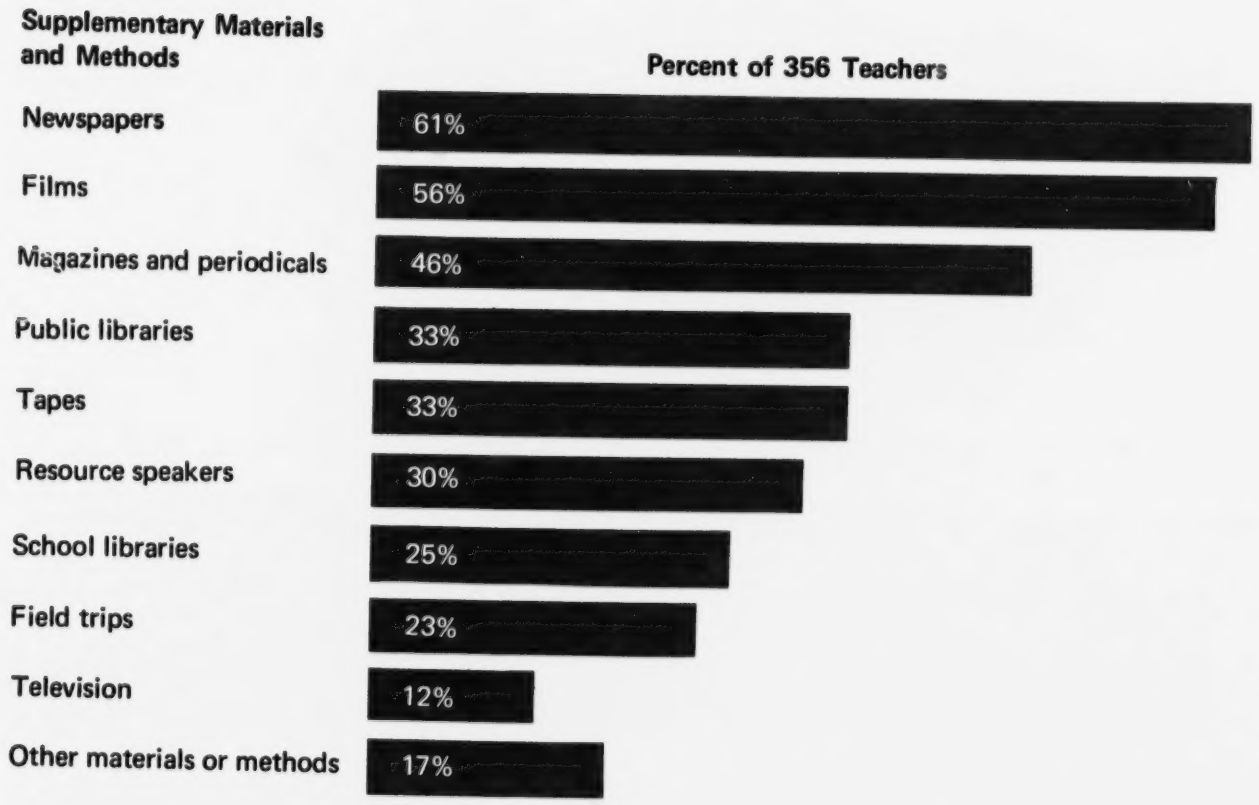
How Much Time Teachers Devote to Computation Skills

On the whole, the 356 teachers spend much less time with computation skills than with communication skills. One-fourth of the group apparently had teaching assignments that excluded arithmetic courses. Approximately three-fourths of the teachers having arithmetic courses devoted between 20% and 60% of their time to computational skills.



What Supplementary Materials and Methods Teachers Use

The teachers were questioned on their use of certain materials and methods. Only two types of supplementary materials--newspapers and films--were reportedly used by over half the 356 teachers. Materials and methods in the miscellaneous category below include records, mimeographed materials, filmstrips, overhead transparencies, and boxed kits of materials.



What Methods and Materials Teachers Consider Most Successful

After the teachers indicated the supplementary materials and methods used, they were asked to indicate those which they considered to be the most successful. The methods and materials indicated most frequently as being successful were, in rank order, . . .

newspapers.

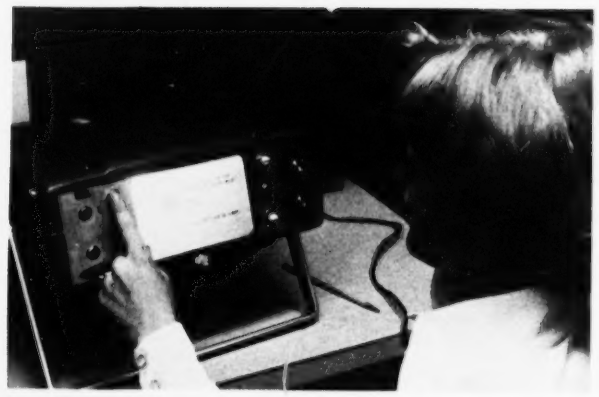
films.

magazines and periodicals.

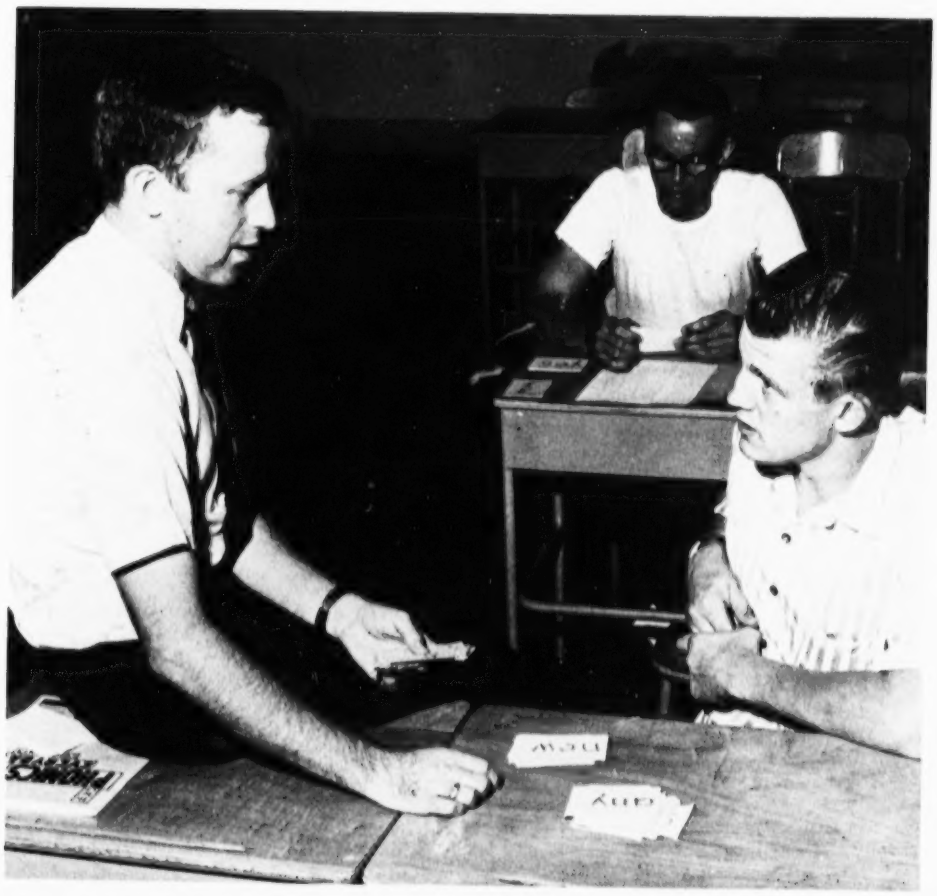
tapes.

resource speakers.

field trips.



Mrs. Thomas



What Audio-Visual Aids Teachers Consider Helpful

The teachers were asked to specify which audio-visual aids they considered particularly effective in working with ABE students. Grouped by frequency with which they were mentioned, these audio-visual aids included, in rank order, . . .

slides and filmstrips.
overhead transparencies.
tapes.
films.
controlled reader materials.
Language Master cards.
records (with headsets).
chalkboards
flashcards.
charts.

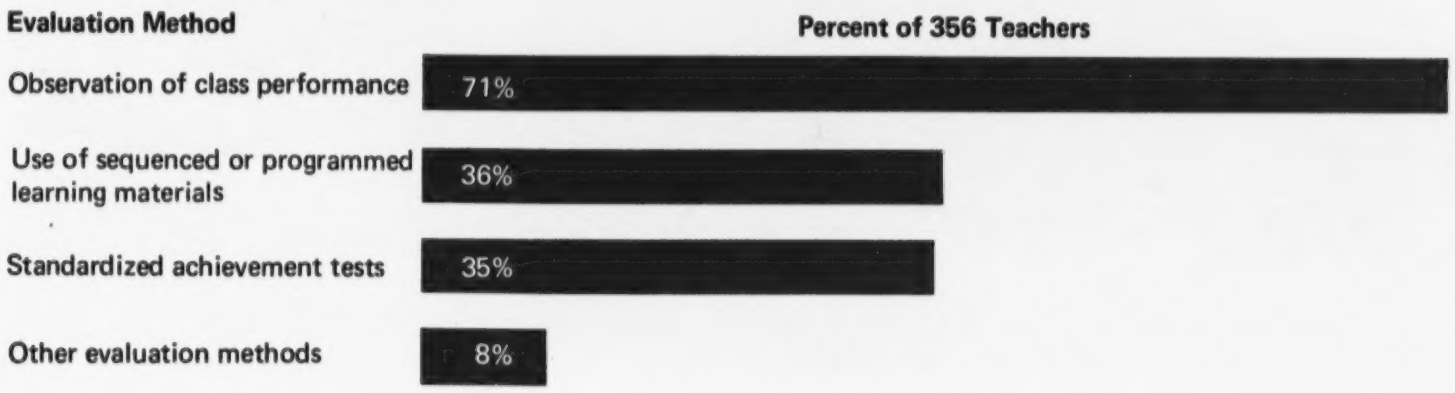
What Problems Teachers Encounter

Teachers were asked to list the major problems encountered in teaching ABE students. Analysis of responses suggest four general problem areas. These areas are, in order of frequency with which they were mentioned, . . .

irregular attendance of students.
wide range of student abilities.
students' motivations and expectations of ABE.
lack of relevant instructional materials.

How Teachers Evaluate Student Progress

Observation of class performance is the most common method by which the 356 teachers evaluate the progress of adult students. Attainment of levels in sequenced learning or programmed materials was ranked next, followed closely by standardized achievement tests. "Other evaluation methods" included teacher-made tests and teacher-student conferences.



STUDENT PROFILE

In an effort to learn more about ABE students--their characteristics, backgrounds, attitudes, educational patterns, and educational needs--an interview approach was used to collect data from a sample group. Students in the sample group represent 45 of the 72 ABE programs in operation during the 1968-69 school year. All interviewed students were enrolled in programs that had been in existence for more than one school year. Students enrolled in 26 ABE programs in the first year of operation were not considered for interviews. One eligible district did not return student data.

"Who" the Students Are

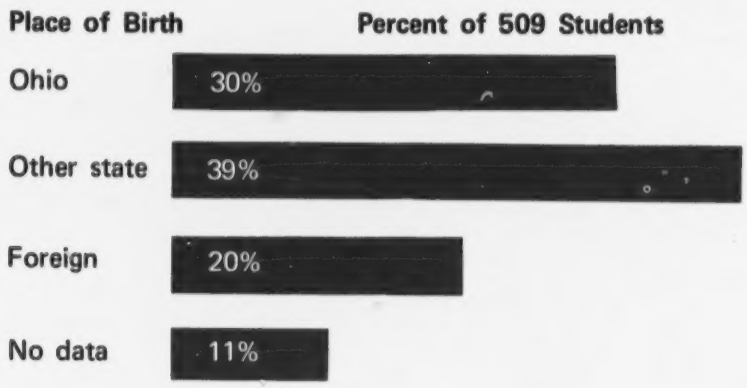
Basic information on all persons interviewed was collected from school records. Pertinent data on the make-up of the sample group are set forth below.

SAMPLE GROUP: 509 Students Representing 45 ABE Programs

44% men	48% white	81% native U. S. citizens
56% women	48% black	14% aliens
	4% other non-white	5% naturalized citizens
60% married	10% age 18-19	83% English-speaking
25% single	21% age 20-29	3% bilingual, including English
6% divorced	22% age 30-39	3% Spanish-speaking
5% widowed	22% age 40-49	10% other non-English-speaking
4% separated	11% age 50-59	1% no data
	10% age 60-79	
	4% no data	

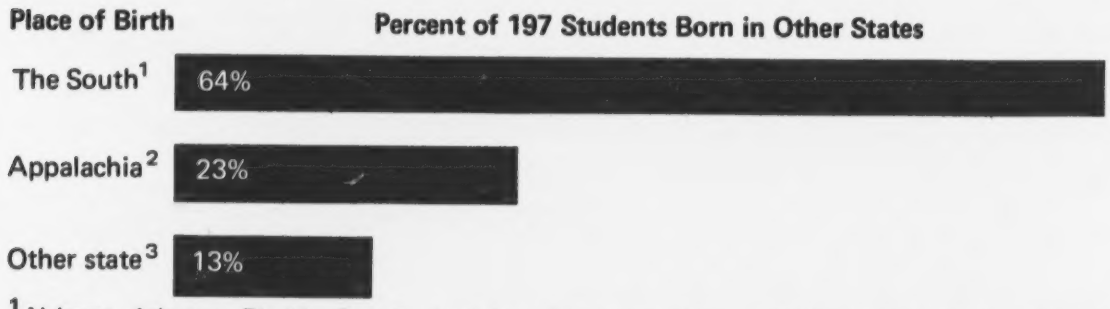
Where Students Were Born

Approximately two-thirds of the 509 students in the sample group were born outside Ohio. Of these, 197 were born in another of the fifty states and 102 were born in foreign countries. Data were not provided for the remaining 55 students.



Where Students from Other States Were Born

Of the 197 born in a state other than Ohio, about two-thirds were born in the South and nearly one-fourth in Appalachia.



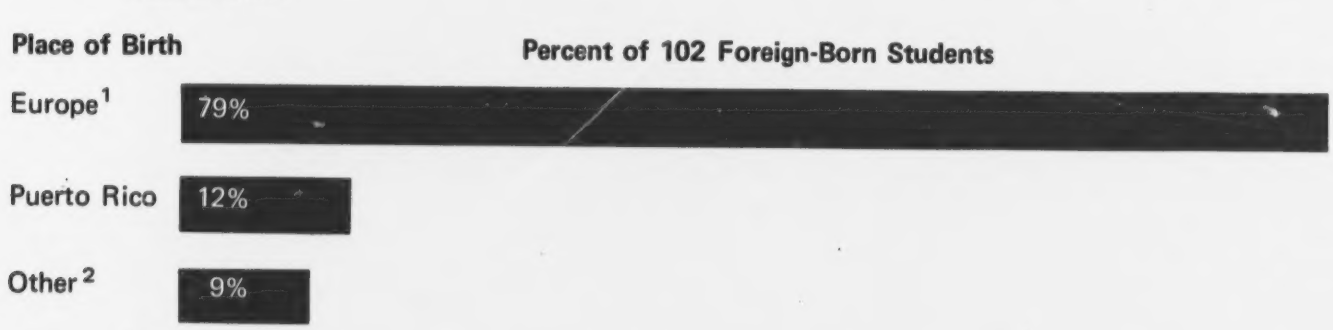
[1]Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Virginia.

[2]Kentucky, Tennessee, West Virginia.

[3]Colorado, Illinois, Indiana, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, North Dakota, Oklahoma, Pennsylvania, Texas.

Where Foreign Students Were Born

Nearly three-fourths of the 102 students classified here as foreign were born on the European continent. Persons in the next largest group were born in a U.S. territory--Puerto Rico.

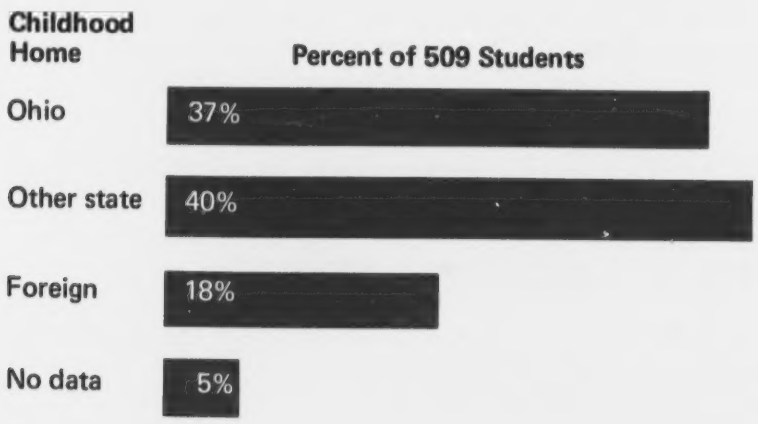


[1]Austria, Czechoslovakia, France, Germany, Greece, Hungary, Italy, Latvia, Poland, Romania, Russia, Spain, Yugoslovia.

[2]Arabia, Canada, China, Cuba, Libya, Mexico, Taiwan.

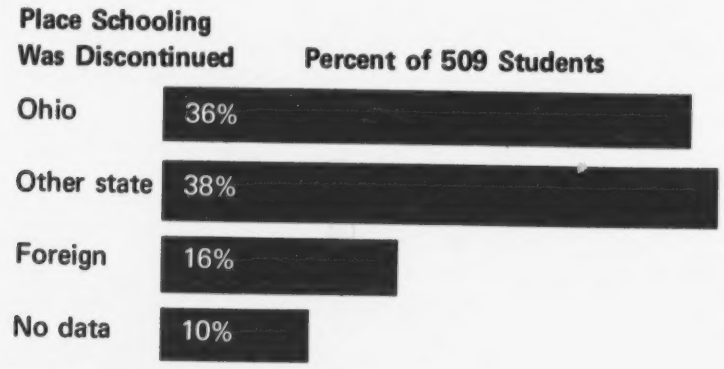
Where Students Grew Up

While only 30% of the 509 students in the sample group were born in Ohio, 37% claimed Ohio as their childhood home. Since the interview question defined childhood as the ages of 5 through 16, this 37% qualified for educational services provided by Ohio schools.



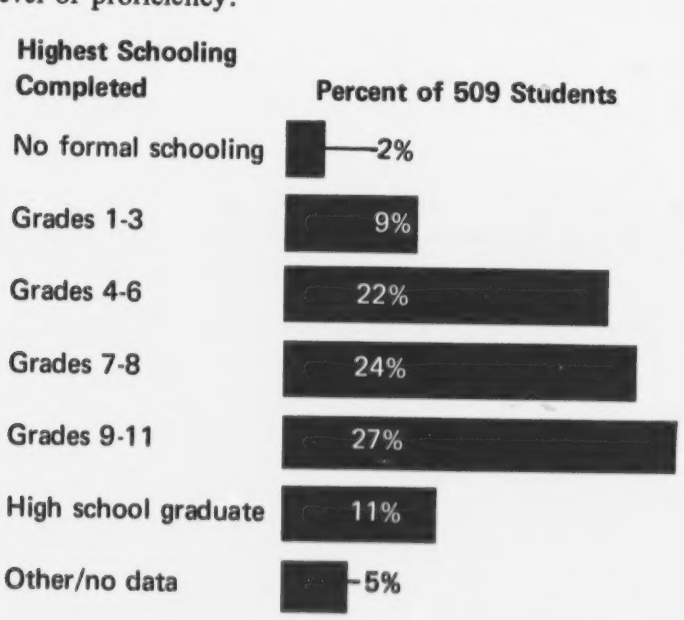
Where Students Stopped Prior Schooling

Percentages of students growing up in Ohio and discontinuing schooling in Ohio are very similar.



What Schooling Students Had As Youths

Of the sample group, 55% indicated they had completed some level of education up to but not exceeding eighth grade. Slightly more than one-fourth had some high school experience and 11% indicated they had graduated from high school. By program guidelines, persons in the latter two categories were presumably functioning below an eighth-grade level of proficiency.



When Students Stopped Attending School

Almost one-fourth of the 509 students stopped attending school in the 1960's and in turn enrolled in ABE. This fact tends to indicate that younger persons are realizing that without educational skills finding and holding satisfactory employment is difficult. Percentages of the 509 students who stopped attending school, by decade, were...

24% (1960-1969)
14% (1950-1959)
19% (1940-1949)
15% (1930-1939)
10% (1920-1929)
5% (1910-1919)
1% (1900-1909)
12% no data.

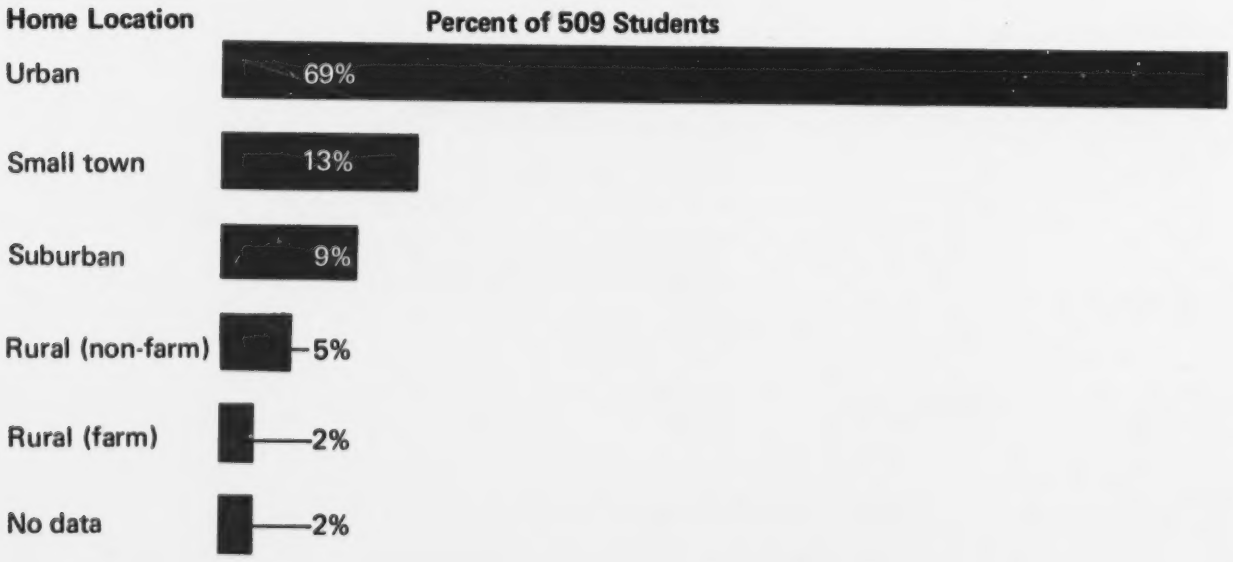
Why Students Left School

To categorize students' statements about why they left school interviewers used seven words along with descriptive remarks. From remarks, it is evident that different interviewers categorized responses in different ways. They frequently fell back to the word "other," particularly when students indicated a combination of reasons that interacted. Percentages of the 509 students whose reasons for leaving school, as generalized by code words, were . . .

27% financial.
24% other.
14% graduation.
8% domestic.
8% marriage.
7% academic.
4% health.
4% combinations.
4% no response.

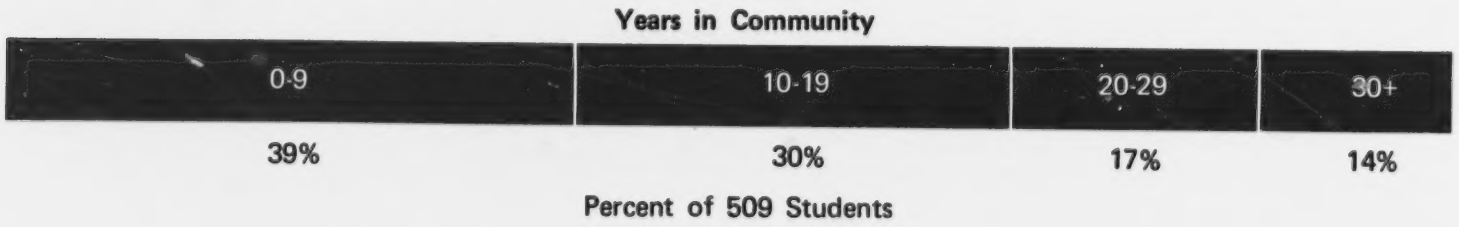
Where Students Now Live

Slightly more than two-thirds of the 509 students in the sample group now live in urban areas.



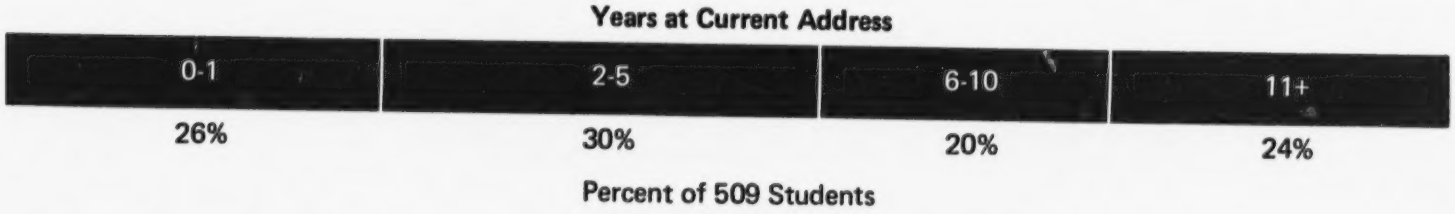
How Long Students Have Lived in the Community

Contrary to expectations, many members of the student sample group (61%) were residents of the same community for 10 years or more.



How Long Students Have Had Their Current Address

ABE directors and other school administrators often claim mobility as a major problem in recruiting students for the program. The data below suggest that mobility of ABE students is not greatly different from the national average (about one in five families moves each year, according to census data). Slightly over one-fourth of the sample group had lived at their current address for one year or less; about half had lived at their current address six or more years.



How Students Are Employed

Of the 509 students interviewed, 50% said they were employed full-time and 20% part-time. The remaining 30% considered themselves unemployed or qualified their responses.

A total of 439 students, or 86% of the sample group, responded to a question about their usual occupations. Since the question was open-ended, responses were generalized and classified into six areas. Of the 439 students who were employed full-time or part-time, . . .

34% did service-oriented work.

15% did structural work.

9% had machine-oriented work.

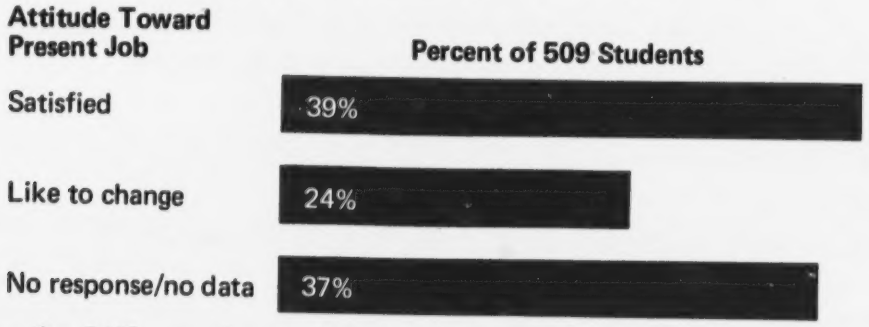
5% had clerical or sales occupations.

3% had professional, technical, or managerial jobs.

34% indicated miscellaneous occupations.

How Students Feel About Present Employment

Over one-third of the students in the sample group indicated that they were satisfied with their present employment. About one-fourth would prefer a change. Included among the 37% who did not respond were many of the 30% mentioned previously who considered themselves unemployed or qualified their responses.



Reasons the 24% gave for wanting to change employment fell generally into three areas, which were . . .

desire to enter a specific occupation or position.

desire for higher wages, better hours, improved working conditions, more challenging employment, less strenuous work, and full-time employment.

miscellaneous reasons such as inter-personal relationships, fear of automation, and change for the sake of change.

What Students Earned in 1968

Persons in the sample group were asked about their income for the previous year. Of the 509 students, . . .

5% earned over nine thousand.
10% earned seven to nine thousand.
13% earned five to seven thousand.
16% earned three to five thousand.
11% earned two to three thousand.
30% earned under two thousand.
15% provided no data.

How Students Learned About ABE

Students in the sample group learned about ABE from a variety of sources. By generalized categories, sources of information reported for the 509 students were . . .

19% other ABE students.
18% news media--radio, newspapers, or television.
17% community agencies.
13% school recruiters or counselors.
10% combined sources.
9% varied school sources.
8% relatives and friends.
6% unclassified.

Whether Students Are Recruited by Other ABE Students

Approximately two of every five students in the sample group knew one or more ABE students prior to enrolling. Over one in four indicated that another ABE student had influenced him to enroll. However, when asked how important this influence was, the students weren't sure. Of the 509 students, . . .

41% knew other ABE students before enrolling.
28% said ABE students influenced them to enroll.

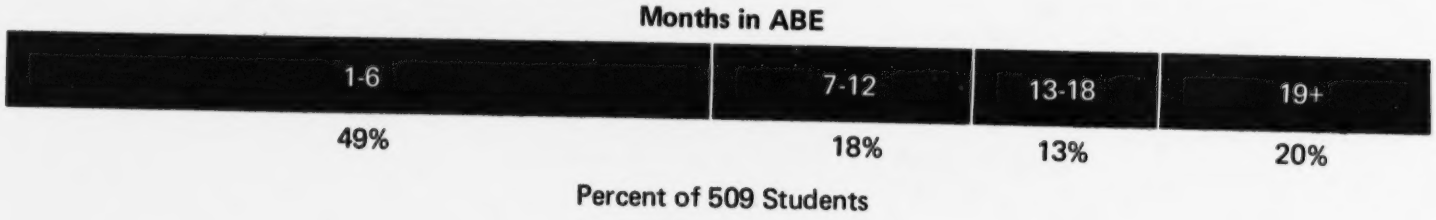
Who Encourages Students to Enroll

When asked what person had given them the most encouragement to attend ABE, responses were quite varied. The most frequently mentioned persons, grouped in rank order by times mentioned, were . . .

teachers.
husbands and wives.
children and friends.
mothers and agency workers.
fathers, brothers, and sisters.
social workers.

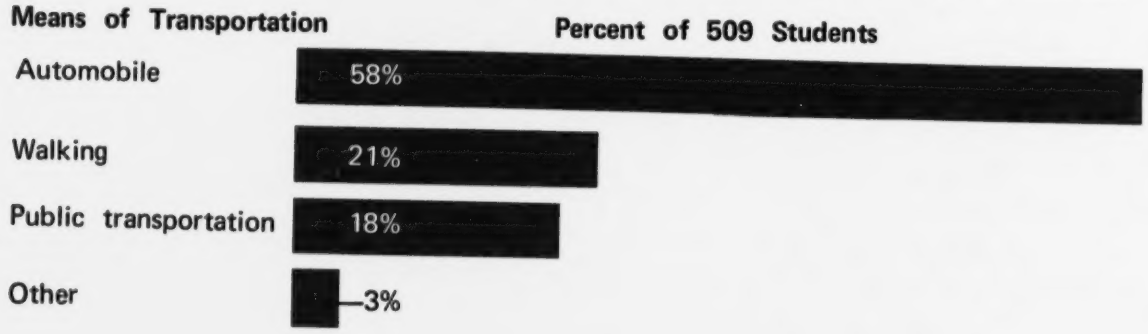
How Long Students Have Been in ABE

Of the sample group, 250 students had been enrolled six months or less when interviewed. At the other end of the scale, 40 students had been enrolled between 31 to 36 months, or nearly as long as any programs had been operational.



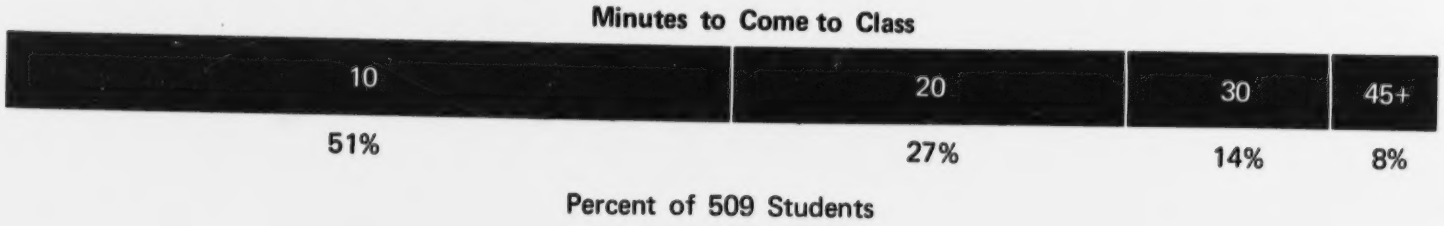
How Students Come to ABE Classes

Finding a method of transportation to class is sometimes a problem. When questioned, over half the students indicated that they usually come to class by automobile.



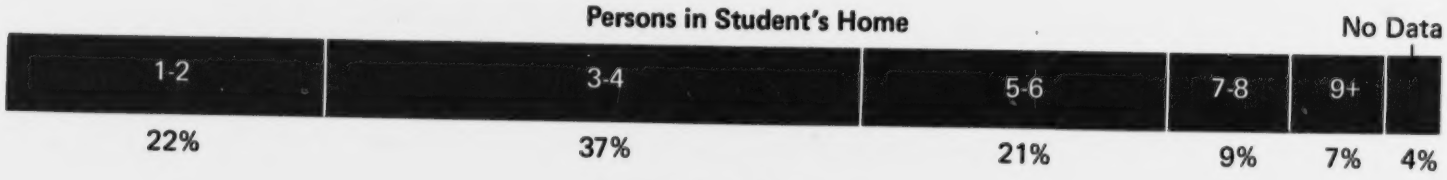
How Much Time Students Spend Coming to Class

The amount of time it takes students to travel from home, or from their job, to ABE classes ranges from less than 10 minutes to over an hour. Over three-fourths of the sample group spend 20 minutes or less enroute.



How Many People Live in Students' Homes

Slightly less than 6% of the students indicated that they lived alone. Nearly 60% lived with their spouses. Many lived with a variety of relatives. Four students reported 13 or more living in their homes.



How Students Feel ABE Has Affected Their Lives

In an open-ended question, the 509 students were asked how ABE had affected their lives. Responses were almost all positive in nature and centered primarily around educational concerns. The few negative responses were centered around the amount of time ABE takes away from other activities considered to be important. Feelings most frequently expressed in rank order by times mentioned, related to . . .

improved reading.
improved math.
improved self confidence.
improved writing.
encouragement about life and job.
understanding and speaking English better.
meeting new people.
feeling improved all around.
helping children with schoolwork.
communicating better.
help on the job.
help in getting a better job.

Whether Students Vote

Voting was considered an indicator of students' acceptance of responsibility within the community and as a citizen. Of the 509 students in the sample group, . . .

86% were native or naturalized citizens.
81% were 21 years of age or older.
60% were registered to vote.
56% voted in the past election.

Whether Students Are on Welfare

Improving students' abilities to support themselves and their families is a prime purpose of ABE. When the 509 students were asked whether they ever have been or are currently on welfare . . .

25% said they had been on welfare at sometime.
20% said they were currently receiving some welfare support.

Why Students Enrolled in ABE

Students were asked their goals, objectives, or reasons for enrolling in ABE. The range of views expressed was vast and impossible to list in entirety. The most frequently mentioned goals, categorized in a generalized manner and listed in rank order, were related to . . .

language objectives--*e.g.*, learn or improve English skills, learn or improve writing or spelling skills, learn to speak English.
reading objectives--*e.g.*, learn or improve reading skills.
general education objectives--*e.g.*, improve or further education.
job-related objectives--*e.g.*,get a better job, get a job, learn job skills.
personal objectives--*e.g.*, improve self, felt need to be educated.
math objectives--*e.g.*, learn or improve math skills.
specific educational objectives--*e.g.*, go on to high school, pass high school equivalency, finish high school.

How Students Help Themselves

Interviewers asked a series of questions to see if ABE programming effects change in student attitude and behavior toward becoming more interested in and familiar with the world in which he lives. It was hoped the responses would serve as indicators of change in the educational and cultural values held by students before ABE enrollment and after exposure to ABE activities. In the data presented below, no significant changes are noted.

Behavior Category / Percent of 509 Students	Before ABE Enrollment	At Time of Interview
Owned a dictionary	81%	89%
Listened to news almost every day	87%	88%
Subscribed to newspaper or got one almost daily	75%	79%
Subscribed to one or more magazines	55%	55%
Used a public library	43%	50%

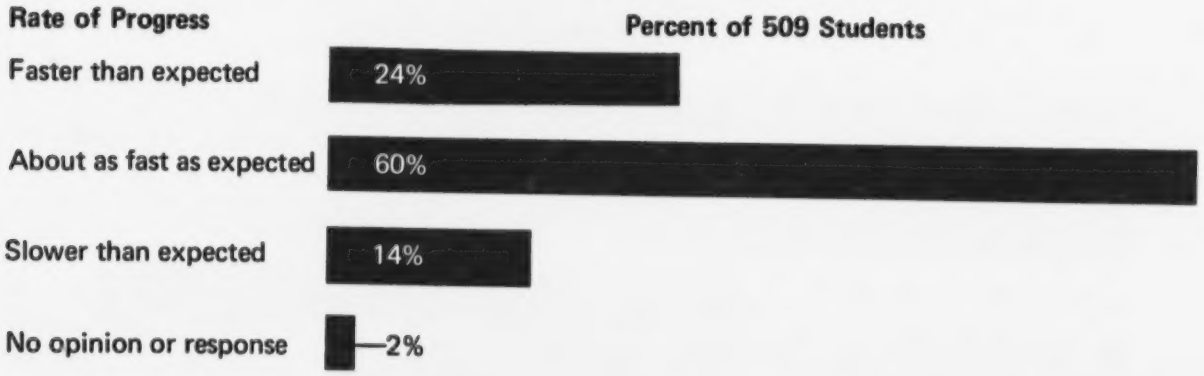
How Students View Progress Toward Goals

Students' views of their progress tend to parallel their expected goals. In general, the students in the sample group felt they were making progress toward achievement of their objectives as stated in their reasons for enrolling ABE. The most frequently mentioned areas of progress, in rank order, were related to . . .

language objectives.
reading objectives.
general education objectives.
job-related objectives.
specific educational objectives.
personal objectives.
math objectives.

How Students Assess Their Rate of Progress

Over eight of every ten students in the sample group indicated that they were progressing as fast, or faster, then they had expected.



What Interferes with Student Progress

When asked whether anything interfered with their going to school, 29% answered yes and gave a variety of reasons. Those mentioned most frequently were, in rank order:

work.
family illness.
home responsibilities.
children and/or baby sitting problems.
church activities.
tiredness.
spouse's working hours.

How Students View Themselves As Recruiters

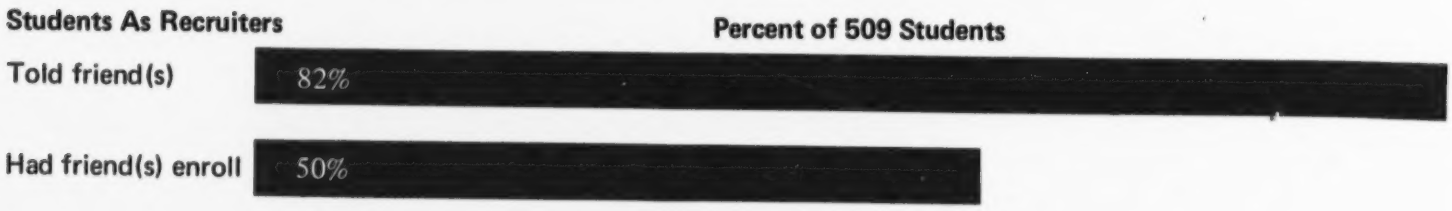
A majority of the interviewed students felt that they could do as well or better than non-student recruiters. Of the 509 students, . . .

46% felt they could recruit better than a non-student.
40% felt they could recruit as well.
10% felt they would not do as well.
4% did not respond.

When asked if they would recommend ABE classes to a friend who wanted to improve himself, 98% said yes.

How Well Students Have Served As Recruiters

Over eight of ten students in the sample group said they had told friends about ABE. One of two said one or more friends had actually enrolled in ABE.



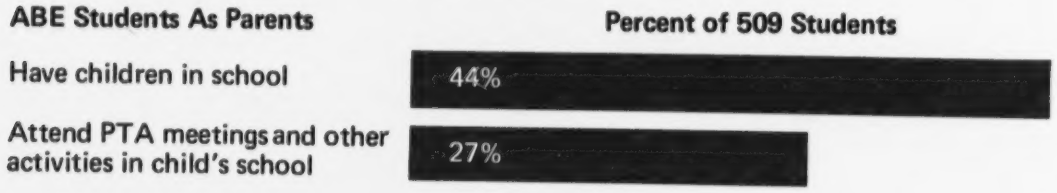
How Student Recruiters View Turndowns

Students who told friends about ABE but couldn't get them to enroll were asked the reasons given by persons contacted. Open-ended answers were categorized generally and, in the opinion of the responding students, . . .

49% of the prospects not enrolling lacked motivation, confidence, or understanding.
23% had work-related reasons or excuses.
11% had home, financial, or health reasons.
8% lacked transportation or had to travel too far.
9% had miscellaneous reasons or excuses.

Whether Students Participate in Their Children's School Activities

Of the 509 ABE students in the sample group, 223 had children in school. Of these parents, 62% said they attended PTA meetings and other school activities.



OUR BEST WORK

OBSERVATIONS AND RECOMMENDATIONS

The findings of this state-wide survey of ABE directors, teachers, and students suggest the necessity of moving Adult Basic Education into the status of a full-time partner in Ohio's educational system. Three areas of improvement are vital--employment of more full-time adult educators, improvement of programs designed to meet the many and varied needs of adult learners, and additional state financial support.

Since the passage of the Adult Education Act much progress has been made, particularly when the part-time status of most programs is considered. For this progress, participating educators deserve much credit.

When long-range needs are viewed, however, it is evident that priorities must be established that will enable adult and continuing education to play a major role in today's rapidly changing and complex society. The observations and recommendations set forth below, hopefully, will provide insights for establishing priorities that meet basic needs and demands of adult learners.

What the Director Profile Suggests

- Directors of many ABE programs are employed on a part-time basis. In larger programs, and if funding permits, employment of a full-time director should rate a high priority in program planning.

- Program directors reported spending a majority of their time in program and curriculum planning, supervision of teachers, and recruitment of students. Apparently little time is directed toward inter-agency coordination and linkage of various programs for adult learners. More effort in these areas is needed.

- The majority of teachers employed in ABE programs are trained in elementary education. Directors should provide local preservice and inservice training for such teachers to insure their familiarity with techniques for working with adults. Teaching methods, to be successful, must be tailored to the needs and interests of adults.

- The survey provided little evidence to indicate that many directors conduct inservice training on an ongoing basis. Each director of a large program should provide for a comprehensive program of inservice training. Directors of smaller programs could work together on a county or regional basis to provide training for their staff members.

- Directors reported that curricular emphasis is placed primarily on the development of communication skills. Measures should be taken, as needed locally, to insure that the curriculum meets adult needs and interests.

- A variety of standardized tests are used in ABE programs. The entire process of student orientation and testing should be given careful study by each local program director. Thoughtful consideration should be given to the selection, scheduling, and administration of tests. The results of tests used should provide consistent feedback for teachers, directors, and students alike.

- Public school facilities are the most frequently used locations for ABE classes. Criteria for the selection of facilities for adult learners should include the location of classes for student convenience and an atmosphere conducive to student comfort.

- Most ABE scheduling is on a part-time basis, usually in the evening. Consideration should be given to scheduling day-time learning laboratories or offering day-time classes as well as evening classes.

- Irregular student attendance is regarded as a problem by many directors and teachers. Expecting adults, with their attendant life responsibilities, to be as regular in school attendance as children is unrealistic. It is important to institute follow-up contacts to determine why adults are absent and to provide assistance, when advisable and possible.

- Recruitment efforts appear to be mass-media oriented, thus directed toward the general population. More effort should be directed toward aggressive recruitment campaigns in which both direct and indirect methods focus on specific populations. The services of state or community agencies in recruitment should be given more emphasis.

- Individual student folders are kept as a part of most programs. What is kept, and how, varies considerably from program to program. A minimum local-level record system should contain: hours of ABE completed, test data as available and appropriate, ABE levels completed, and relevant employment data. However the system is organized, it should be one that can be maintained with a minimum of cost and effort. The system should aid students in employment or future educational opportunities. Ideally, each student should periodically receive a record card that he can provide, on request, to an employer or training program director.

What the Teacher Profile Suggests

- Most ABE teachers are employed on a part-time basis. As funds become available, and where the student population merits, teachers should be employed on a full-time basis.

- Teachers report that curricular emphasis is placed primarily in the development of communication skills. This conforms with the major reason adults report for entering the program. Care should be taken to insure that program offerings are tailored to meet adult levels of interest, need, and ability.

- ABE curriculum is designed, in most cases, according to identified needs of the students served. Determination of these needs rests with the professional judgments of the program directors, counselors, and teachers. Student interests, as well as needs, should be given high priority in curriculum planning.

- Teachers expressed a desire for additional inservice training. Local inservice efforts should be expanded and teachers should be given frequent opportunities to attend state and regional workshops.

- When an adult enrolls for an ABE program, teachers use a variety of methods to determine the level at which the potential student will begin. The most popular methods appear to be teacher-student conferences, standardized reading tests, and informal reading tests. While professional judgment in making assignments may work quite satisfactorily, much can be said in favor of an objective, standardized approach.

- A "core" of teachers, experienced in working with adults with basic educational deficiencies, appears to be developing in Ohio. Over half of the teachers completing survey questionnaires had from one to three years previous experience in ABE. This core group should be cultivated, encouraged, and provided additional training if Ohio's ABE programs are to continue to grow in quantity and quality.

- Student absence is perceived as a major problem by many ABE teachers. Attention should be given to developing immediate follow-up procedures in the event of student absence. Follow-up can be handled by teachers, home-school liaison personnel, recruiters, or para-professionals. Where the dropout rate seems especially high, the program itself should be evaluated to determine how it may be contributing to student disinterest or insecurity.

- Teachers reported frequent use of a wide variety of audio-visual aids. Instructional techniques should be varied to make the program as interesting and comprehensive as possible.

- Dealing with a wide range of student abilities was reported as a problem by a number of teachers. The individualization of instruction for each student must be a top priority in the ABE curriculum. Adult students should be permitted to work as much as possible at their own rate and at their own level of ability.

What the Student Profile Suggests

- Survey data indicate that over 60% of the interviewed students have resided in their present communities for ten years or more and that over 40% of the total sample group have lived at their present address for six or more years. These data tend to refute a concern expressed in many ABE directors and teachers--that the mobility of students causes many of their dropout problems.

- Students usually have one or more goals in mind when they enroll in an ABE program. These goals and other student interests should be a part of the decision-making process when curriculum emphases are determined.

- Almost one-fourth of the students surveyed dropped out of school during the sixties, an era with great emphasis on the importance of education for everyone. Program promotion and recruitment efforts should, therefore, be directed toward involving young under-educated adults as well as older ones.

- Students reported a variety of interferences that affected their attendance. Many of the reasons were related to work or family responsibilities. Every effort should be made to offer program opportunities at hours that are convenient for the population the program is designed to serve.

- One-third of the interviewed students indicated they were proceeding slower than expected or refused to comment about their progress. Programs should be conducted in a manner which allows each adult to proceed at his own pace. An adult should not feel he has to drop from the program because he is behind the "group."

- The students interviewed indicated that they receive a great deal of support and encouragement from their spouses and their children but identified teachers as the most frequent source of encouragement. This suggests that each adult, if he is to remain in the program, must have an understanding teacher and should experience immediate and continuing success in his ABE learning experiences.

- Job-related factors were indicated as major reasons for enrollment in ABE. Curricular emphasis should reflect these interests. Where possible and practical, linkage with job-training programs should be established.

- ABE enrollment across the state appears to be almost equally balanced between whites and non-whites. The enrollment is also comprised of many students who were born and reared outside Ohio.

- Students who are currently enrolled in ABE appear to feel that they can play a significant role in encouraging other adults to enroll. This person-to-person contact approach is but one of many techniques that should be used to recruit students.

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